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In THE CLASSICAL WEEKLY 5.170-173 Mr. Bernard M. Allen of Phillips Academy, Andover, Mass., had an interesting article on The Dative with Compound Verbs in Latin. In that article, on the basis of investigations in Caesar B.G. 1-4, Cicero Cat. 1-4, Manilian Law and Archias, and the Lives of Nepos, the results of which were set forth compactly in tables, Mr. Allen questioned the correctness of the rule for the dative with compound verbs in Latin as commonly set forth by our Grammars. He discussed also the *logical* relation of the dative when it does occur to the prepositional prefix found with the verb.

Dr. E. B. Lease also has been giving much attention to this problem, though in a somewhat narrower way than that followed by Mr. Allen. Professor Lease is concerned only with the actual facts of usage, with the number of times that, to use his phraseology, "the rule, as commonly stated, works". He would banish the rule entirely from our Grammars. The details of the investigations upon which he bases his conclusions may be found in two papers recently published by him: The Dative with Prepositional Compounds, The American Journal of Philology 33.285-300, and Prepositional Compounds with the Dative in High-School Latin and the First Year in College, in The Classical Journal 8.7-17. The articles appeared in September and October last. The paper in The American Journal of Philology is, as might be expected, much wider in scope than the more distinctly pedagogical article in The Classical Journal.

C. K.

DR. ROUSE'S EXEMPLIFICATION OF THE DIRECT METHOD OF TEACHING LATIN¹

"Suit the action to the word, and the word to the action"—such is the beginning of the Direct Method—or, as its distinguished expounder has also called it, the Nursery Method of teaching Latin. The class rises and says *surgimus*, stands and cries *stamus*, sits and remarks *considimus*, and comments on its final state with the word *sedemus*. To this series of expressions it has been cunningly led by the *magister* and his assistant, who have first enacted the same simple drama in the sight and hearing of the class. The list of verbs and accompanying actions is enlarged until it includes *surgimus*, *stamus*, *eximus*, *ambulamus*, *venimus*, *redimus*, *inimus*, *considimus*, *sedemus*—a list which contains verbs of all the regular conjugations besides compounds of the ever necessary *eo*.

Next, two pupils rise and say *surgimus*, the in-

structor responding *surgitis* (with a sharp stress on the *-tis*); then *stamus*—*statis* are employed, and so through the list. By free use of signs and gestures the dialogue is extended until all the persons of the verb have been used. By pointing, the pronouns *ego*, *tu*, etc., are taught; then follows *ego surgo*, *tu surgis*, and so on. At the beginning the class has been told what it is expected to do, but English is avoided wherever it is possible to convey the meaning in any other way. The class is in the position of one thrown among foreigners who have only the barest acquaintance with English, but who are cordially disposed to communicate the meaning of their own tongue. It is not quite the nursery method after all, because there are many more avenues of approach to the mind of a child of fourteen than to that of an infant. English is barred by the rules of the game; but there were not wanting those among the observers who thought these rules too rigid. But of that later.

The culmination of the series of formulae just described is presented below. The series was repeated daily, as long as it was necessary. In fact repetition is necessarily one of the most prominent features of the method; although the children were not bored by having this kept up too long at one time—which of course is good pedagogy.

SERIES I: TABULA NIGRA¹

- I. 1. *Surgimus*—*considimus*.
Surgimus—*stamus*—*considimus*—*sedemus*.
Surgimus — *stamus* — *eximus*—*inimus*—*considimus*—*sedemus*.
Surgimus—*stamus*—*eximus* — *ambulamus*—*venimus*—*redimus*—*inimus* — *considimus*—*sedemus*.
2. *A et B. Surgimus. Magister. Surgitis*, etc.
3. *A et B. Surgimus. Ceteri. Surgitis. M. Surgunt*, etc.
4. *A et B. Surgimus. Ceteri (A et B) Surgitis, (Magistro) Surgunt*, etc.
5. *C. Surgo. M. Surgis. Cet. (C) Surgis. M. (Ceteris) Surgit. Cet. (Magistro) Surgit*, etc.
6. *Ego, tu, hic et ille, nos, vos, hi et illi. Ego surgo, tu surgis*, etc.
7. *M. Tu, A, Surge! A. Surgo. Cet. (A) Surgis, (Magistro) Surgit*, etc.
M. Vos, A et B, surgite! etc.
- M. O A., Surge! quid facis? A. Surgo: O pueri, quid facio? Cet. (A). O A., surgis. O Magister, quid facit A? M. Surgit A*, etc.

¹As stated in the last issue, this paper was prepared by Mr. Barss at the special invitation of THE CLASSICAL WEEKLY. Mr. Barss attended throughout both courses given by Dr. W. H. D. Rouse, Headmaster of the Perse School, Cambridge, England, at the recent Summer Session of Columbia University. Dr. Rouse himself was invited to write on his method, but he insisted that an account from someone else would be of greater value.

C. K.

¹Copies of the 'Series Prima' were given by Dr. Rouse to those in attendance. It is scarcely necessary to say that "A et B", "Magister", and "Ceteri", and "C", with the abbreviations for *Magister* and *Ceteri*, represent the participants in the class-room work; "A et B" and "C" represent the participating pupils.